Module 3: Key Points

After completing this module, you will:

- ⇒ Know what the School Meals Initiative (SMI) means.
- ⇒ Understand the various menu planning approaches and be able to determine the best fit for your school.
- ⇒ Be able to summarize the requirements for a reimbursable meal based on the chosen menu planning approach.
- ⇒ Know the definition of “offer versus serve” and know when it is required and when it is optional.
- ⇒ Be able to demonstrate the information required on a Standardized Recipe.
- ⇒ Know what information is required on a Menu Production Record.
- ⇒ Understand what commodities (donated foods) are available to schools, and how you can participate.
- ⇒ Be able to identify the daily practices for meeting SMI nutrition goals.
- ⇒ Know how to develop a Food Safety Plan (HACCP).
- ⇒ Be able to define the purpose of a School Wellness Policy and how to implement one.
- ⇒ Identify the resources to turn to for information on competitive food policies and accomodating children with special dietary needs.

Module 3: Tasks

You should complete the following tasks in Module 3:

- ⇒ Read the lesson
- ⇒ Read the lesson Summary
- ⇒ Do the Activity
- ⇒ Take the Self-Quiz
- ⇒ Review the Web sites and resources related to Module 3

Module 3: Target Audience

This module should be reviewed by the child nutrition director (or designee) and any staff involved in menu planning, daily recording of meals served, food safety and production and school wellness policy development.

Module 3: Estimated Time Required

Approximately 2 hours

Meal Planning Basics

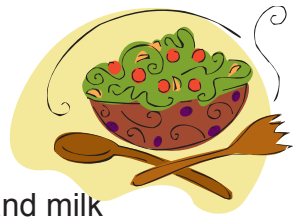
Careful menu planning is an important key to a successful child nutrition program. It is the foundation for serving school meals that meet nutrition targets, appeal to students, and fulfill all requirements for reimbursement. The Dietary Guidelines for Americans (DGA) are designed to help us choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks. The *School Meals Initiative (SMI) for Healthy Children* includes the NSLP and SBP regulations and policies that address the nutrition standards for school meals.

USDA School Meals Initiative (SMI) Nutrition Goals

Recommended Dietary Allowances (RDA)

⇒ Breakfast: 1/4 RDA for appropriate age/grade group for protein, calcium, iron, vitamins A and C

⇒ Lunch: 1/3 RDA for appropriate age/grade group for protein, calcium, iron, vitamins A and C



Recommended Energy Allowances (calories)

⇒ Appropriate for age/grade group

Dietary Guidelines for Americans

⇒ Increase fruits and vegetables, whole grains (fiber), and milk

⇒ Decrease fats, sugars, sodium and cholesterol

Menu Planning Systems

To meet the SMI Nutrition Goals, the United States Department of Agriculture (USDA) offers a variety of menu planning systems:

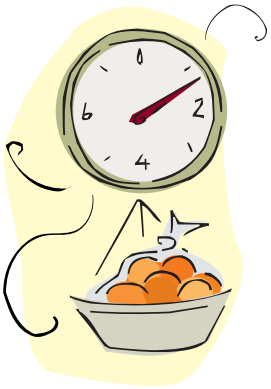
⇒ Food-Based Menus (Traditional and Enhanced)

⇒ Nutrient Standard Menu Planning (NSMP)

⇒ Assisted Nutrient Standard Menu Planning (ANSMP)

Each sponsor selects the menu planning system that will be used in each school. The USOE Child Nutrition Programs can provide you with a self-evaluation review that can help you decide on the menu planning approach best suited for the needs of your school(s). Each menu planning system has unique requirements. The four menu planning approaches are described briefly on the next page.

Food-Based Menu Planning



The **Traditional Food-Based Menu Planning** system is a plan that schools have used since the establishment of the National School Lunch Program in 1946 and the School Breakfast Program in 1966. It requires specific food group components (meat/meat alternate, vegetables and/or fruits, grains/breads, and milk) in specific amounts for specific age/grade groups. Because this system is a method that was used prior to the introduction of the *School Meals Initiative for Healthy Children* in 1996, the meal plans ***do not have built-in*** features that will help you serve meals that comply with these guidelines.

The **Enhanced Food-Based Menu Planning** is similar to the Traditional system, but ***does have the built-in*** features to help you serve meals that comply with the SMI Nutrition Goals.

Nutrient-Based Menu Planning

Instead of working with specific food components in specific amounts, **Nutrient Standard Menu Planning** (NSMP) works with the nutrient content of the menu items. Planning is done with the help of USDA-approved computer software that is specifically designed to document how menus meet the SMI Nutrition Goals. NSMP has no required food components. There are no specific foods required, except fluid milk. A nutrient analysis is done before the menu is served, providing immediate feedback on compliance with the SMI Nutrition Goals.

Assisted Nutrient-Based Menu Planning

Assisted NSMP is exactly like NSMP ***except*** that an outside consultant or other agency performs all of the functions of menu planning and nutrient analysis. The menus are planned to satisfy local preferences. A sponsor may choose this system when it wants to implement NSMP but does not have the resources to complete the nutrient analyses.

Food-Based Menu Planning

Advantages

No computer costs or skills needed.
Meals are models for nutrition education.
Focus is on whole foods.

Disadvantages

Less flexibility in initial menu planning.

Nutrient-Based Menu Planning

Advantages

More flexibility in menu planning.
More easily meet preferences.
Once planned, simply enter serving sizes.

Disadvantages

Possible increase in expense and training

Criteria for Reimbursable Meals

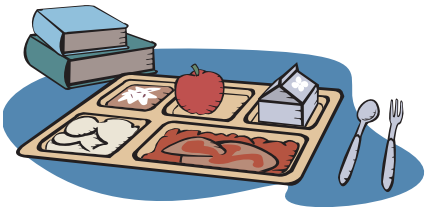
Food-Based Menu Planning: Meal Patterns

Each meal planned with either the Traditional or Enhanced system must do *both* of the following:

⇒ For lunch, it must provide the required four food components and five food items. For breakfast, it must provide the three or four food components and four food items.

⇒ Second, it must meet the nutrient standards for the age/grade group.

While the four food *components* for lunch are the same for Traditional and Enhanced systems (meat/meat alternative, grains/breads, vegetables/fruits, milk) there are different meal *patterns* for the two systems. (These differences are outlined in the USDA's *A Menu Planner.)* For breakfast, there are no differences between meal structure of the Traditional and Enhanced systems, only in the age/grade groups used, as noted below.



Food-Based Lunch Meal Pattern

Components	Food Items	Menu Example
Meat/meat alternate	Meat/meat alternate	Oven-browned chicken
Fruit and/or vegetable	Vegetable*/fruit*	Whipped potatoes/apple
Grain/bread	Bread	Hot roll
Fluid milk (variety of fat contents)	Milk	Milk, 1% chocolate and 2% white

* Two sources of fruits and vegetables must be offered. Fruit and vegetable food items may be a combination of fruits and vegetables or two (2) vegetables or two (2) fruits.

Food-Based Breakfast Meal Pattern

Components/Food Items	Menu Example
Milk	Milk
Fruit or vegetable	Orange juice
Grain/bread AND/OR meat/meat alternate	
Two (2) servings from one of the components	Cereal and toast
OR	OR
One (1) serving from each component	
Grain/bread	Toast
Meat/meat alternate	Sausage patty

Note: If you are using the Enhanced system, there is an optional extra age/grade group (grades 7-12) for which requires an additional serving of grains/breads.

Criteria for Reimbursable Meals (continued)

Food-Based Menu Planning: "Offer Versus Serve"

The goals of the "offer versus serve" provision are to minimize food waste and encourage schools to offer more food choices. Food service managers report that students like having choices and are more likely to eat food items they choose themselves.

Offer versus serve allows high school students (and those in other grades when approved by the SFA) to decline some foods they do not intend to eat. The choice to decline some meal components does not affect the cost of the meal, which must be priced as a unit. The offer versus serve provision applies to all students receiving a reimbursable (free, reduced-price, or paid) meal.

Under food-based menu systems, students may decline any two of the five items offered at lunch and may decline any one of the four items offered at breakfast.

⇒ High schools participating in the National School Lunch Program are required to implement this provision.

⇒ The proviision is a local option in elementary and middle schools and for breakfast in high schools (request changes via the Schedule A).

Key Points of "Offer vs. Serve" LUNCH

⇒ All four (4) food components and all five (5) food items must be offered to all students.

⇒ The serving sizes must equal the minimum required quantities appropriate for the age/grade.

⇒ A student must take a full portion of three (3) of the five (5) creditable food items.

⇒ The student decides which food item(s) to decline.

⇒ Students can be served smaller portion sizes of declined items.

⇒ Reimbursable meals must always be priced as a unit. The meal charge remains the same regardless of what the student is served.

Key Points of "Offer vs. Serve" BREAKFAST

Same as for lunch except...

⇒ All three or four (3 or 4) food components and all four (4) food items must be offered to all students.

⇒ A student must take a full portion of three (3) of the four (4) creditable food items.

Detailed information about the requirements for all Menu Planning Systems is provided in the USDA manual *A Menu Planner for Healthy School Meals,* which the USOE Child Nutrition Programs will provide for you, or which can be found at the USDA Team Nutrition website located at http://teamnutrition.usda.gov.

Criteria for Reimbursable Meals

Nutrient Standard Menu Planning (NSMP): Meal Patterns

With NSMP, you must generate nutrient analyses prior to meal service, and your planned meals must meet USDA nutrient guidelines. NSMP meals are required to have a minimum of three menu items for lunch and for breakfast. A menu item may be any single food or combination of foods.

An NSMP lunch must include at least the following categories of menu items:

⇒ **Entree:** An entrée is a combination of foods or a single food item offered as the main course. The entrée is the central focus of the meal and forms the framework around which the rest of the meal is planned.
⇒ **Fluid Milk:** Milk must be offered as a beverage in a variety of milk fat options.
⇒ **Side Dishes:** Any food except a condiment or food of minimal nutrition value.

An NSMP breakfast must include at least the following categories of menu items:

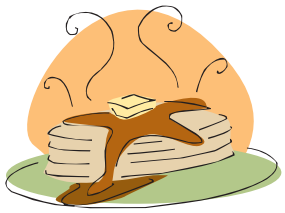
⇒ **Fluid Milk:** Fluid milk must be offered as a beverage or on cereal or both. At least two levels of milk fat must be offered.
⇒ **Other Menu Items:** At least two menu items must be offered. Any food except a condiment or food of minimal nutrition value.

Nutrient-Based Sample Lunch

Menu Item	Menu Item Category
Tacos containing meat, cheese and taco shell	Entrée
Lettuce, tomato, salsa	Side dish or condiment
Corn	Side dish
Apple half	Side dish
Milk (1% chocolate and 2% white)	Fluid milk

Nutrient-Based Sample Breakfast

Menu Item	Menu Item Category
Pancake	Other menu item
Syrup	Condiment
Sausage	Other menu item
Juice	Other menu item
Milk (1% chocolate and 2% white)	Fluid milk



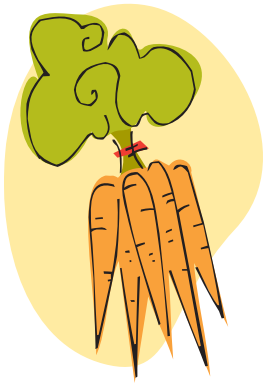
Nutrient Standard Menu Planning: “Offer Versus Serve”

Students may decline any one of the required three items **except** the entree for lunch and any one of the required three items for breakfast.

Nutrient Analysis

Food-Based Menu Planning

Sponsors that use Food-Based Menu Planning are not required to perform their own nutrient analyses but are required to meet established nutrient standards and the Dietary Guidelines for Americans. During the School Meals Initiative (SMI) Review, the USOE Child Nutrition Programs will evaluate menus for meal component requirements, calories and nutrients. The SMI review includes a nutrient analysis of the meals served to determine compliance with the requirements. A USOE specialist will provide technical assistance regarding meeting the SMI goals and nutrient standards as needed.



Nutrient Standard Menu Planning

A computerized nutrient analysis is required for NSMP. The nutrient analysis must be done using software approved by USDA. A current list of USDA-approved software can be obtained by contacting the USOE Child Nutrition Programs. Sponsors must purchase software updates containing the most recent version of the USDA Child Nutrition Database.

Menu planners use the software to enter their own ingredients, recipes, portion sizes, nutrient information for local products, menus and production information. The menus' nutrient analyses are averaged over a week and the results are compared to the nutrient requirements for each established age/grade group. The analyses must be completed and the results must meet nutritional standards before the menus are served.

Resources for Food Service Professionals

With the knowledge that food service professionals are a vital link to the health of children, USDA's Team Nutrition provides a number of resource materials to help schools provide the best possible nutrition to their students. Available materials include brochures and newsletters, posters, nutrition education materials, and training and technical assistance manuals. There is even an e-mail discussion group, *Mealtalk*, intended as a communication tool to link the professionals who are operating child nutrition programs so that they can share resources, information and innovative solutions to common day-to-day problems. For access to these materials, visit http://teamnutrition.usda.gov/foodservice.html or fill out an order form with the USOE Child Nutrition Programs located at www.schools.utah.gov/cnp/Files/.

Menu Planning Records

Good recordkeeping is part of any successful food service operation. **Production records** help you plan from day to day as well as communicate your plans to your staff. In addition, during USOE reviews, your production records demonstrate that your meals comply with program requirements. **Standardized recipes** help ensure quality, make menu planning more consistent, and help keep your costs under control. Finally, records of all **processed foods** used in meals which show the nutrient information, including serving size, servings per container, calories (and calories from fat) and nutrients, aid in meal nutrient analysis. School Food Authorities are required to keep the above three records on file as per USDA regulations.

Production Records

What's needed on a production record?

- **Menu item (or food item) used and form:** Listing of all food items, including condiments, is important for future monitoring by the USOE Child Nutrition Programs.
- **Recipe or product**: You will list (1) the recipe number if it is a USDA quantity recipe, and (2) the name of the food item and its form (such as shredded lettuce). For processed foods, you will list brand name and code number.
- **Age or grade group(s) served:** You need to identify the age group being served.
- **Portion or serving size:** This information is important to ensure that the correct portion size is served, as well as planned and prepared.
- **Total projected servings:** Predict the approximate number of servings needed of each menu item. Projecting the number of servings is the first step in determining how much food to order, how much time to allot for preparation, and which equipment to use.
- **Amount of food used:** You must indicate how much food was used. These records should be kept to verify that the planned menu was actually prepared and served.
- **Actual number of meals served:** At the end of the meal service, record the number of reimbursable meals that were actually served to children. Also record the number of nonreimbursable meals that were served (such as to adults).
- **Leftovers:** Record any leftovers.

When is a production record filled in?

The menu planner completes the necessary information before the meal is served. The remaining sections, including the actual amonts of food used, the number of meals served and leftovers, are completed after meal service.

Sample Production Records for the various menu planning options can be found in *A Menu Planner for Healthy School Meals.*

Menu Planning Records (con't)

Standardized Recipes

According to USDA, "a standardized recipe is one that has been tried for use by a given food service operation and has been found to: produce the same good results and yield every time when the exact same procedures are used with the same type of equipment and the same quantity and quality of ingredients." While this may seem like a lofty goal, it is worth striving for and is required by USDA. When the same good results are produced time after time, food service workers are more confident, managers are sure that the nutrient analyses of recipes are accurate and students are happier because food quality is consistent.

For School Food Authorities Using Food-Based or Nutrient-Based Menu Planning...

Where do you find standardized recipes?

USDA Recipes for Schools: Printed in 2006, the updated recipes from the 1988 *Quantity Recipes for School Food Service* and the 1995 *Tool Kit for Healthy School Meals* have been edited and reflect the changes made in the newest edition of the *Food Buying Guide for Child Nutrition Programs*. Recipes are available on the USDA Team Nutrition website at www.fns.usda.gov/tn/Resources/usda_recipes.html.

*School Lunch Challenge I, II, and III Recipes***:** Winning low-cost, popular recipes developed by a chef and school food service team in conjunction with a nationwide competition sponsored by the American Culinary Federation. Recipes are available on the Healthy School Meals Resource System website at http://healthymeals.nal.usda.gov.

For School Food Authorities Using Nutrient Menu Standard Planning...

What if you wish to create your own recipe? How do you standardize it?

If you are using one of the *USDA Quantity Recipes for School Food Service,* it will be in the Child Nutrition Database, already standardized and with nutrient analysis. However, you are not limited to using USDA quantity recipes. Your USDA-approved software will allow you to add your own recipes to your local database and create new recipes, including those for theme bars and salad bars.

You will need to create a new recipe if you plan to make **any** changes in a USDA quantity recipe. This includes, for example, changing ingredients or preparation procedures, or using alternate optional ingredients.

Turn to the next page to view the steps required for creating a new recipe.

Ten Steps for Creating a New Recipe

USDA Food and Nutrition Service:
A Menu Planner for Healthy School Meals

1. Enter recipe category, code number and name.
2. Enter recipe yield or number of servings (for example, “100 servings”).
3. Enter type of serving (for example, “cups”).
4. Enter serving size or description (for example, “4-oz ladle” or “#16 scoop”).
5. Look at the food ingredients listed in the database. Then select the correct food item and amount that corresponds with the food ingredient in the recipe.
6. Enter recipe ingredients and amounts using **Yield Factor Method**.

   The **Yield Factor Method** requires (1) each recipe ingredient to be entered as “ready to serve” or “cooked”; and (2) the amount of each ingredient to be calculated as a yield from the “as purchased” or raw weight, using USDA’s *Food Buying Guide.* For example: 1 lb. dry macaroni “as purchased” = 9.75 cups cooked; 1 lb. raw ground beef “as purchased” = .70 lb. cooked.

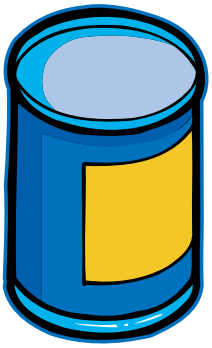
7. Enter preparation directions.
8. Save the recipe to the local database recipe file.
9. Complete a nutrient analysis. Your USDA-approved software will calculate the following for each recipe: calories, protein, total fat, saturated fat, vitamin A, vitamin C, calcium, iron, carbohydrates, cholesterol, sodium, dietary fiber, and percentage of calories from carbohydrates, protein, fat, and saturated fat.
10. Print the recipe, preparation instructions, and nutrient analysis. Review the printout against your recipe to ensure no errors were made in data entry.

Processed Foods

No matter which menu planning system you choose, you must keep records of processed foods used in meals. How will you get the information you need?

If you are using **Nutrient-Based Menu Planning**, the information will be obtained from the Child Nutrition Database, taken from the nutrient information on the product, or gotten by requesting data from the food manufacturer or distributor.

If you are using **Food-Based Planning**, the information will be obtained from (1) a Child Nutrition Label (CN label) — voluntary federal labeling program for the Child Nutrition Programs — **or**
(2) a statement from the manufacturer which documents the product and the food components and amounts that are credited to that product.



Other Laws and Regulations

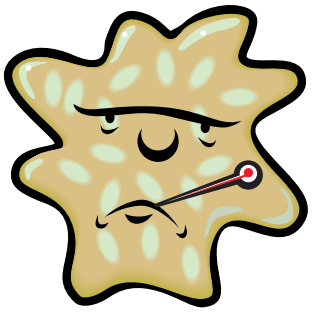
Food Safety Programs and HACCP

In 2001, the Centers for Disease Control and Prevention estimated that 76 million cases of food-borne illness occurred each year in the U.S. Food-borne illness is considered a major public health problem. To prevent food-borne illness, the U.S. Congress amended the National School Lunch Act by requiring school food authorities to implement a food safety program for the preparation and service of school meals to children in the school year beginning July 1, 2005.

A food safety program must be:

- ⇒ A written plan.
- ⇒ Implemented in each school.
- ⇒ Based on principles of HACCP (Hazard Analysis Critical Control Point).

The Seven HACCP Principles



1) Identify Hazards: Review your entire menu and identify all potential hazards that could cause food-borne illnesses. (e.g., improper cooking — chicken not cooked to internal temperature of 165 degrees for 15 seconds could be hazardous).

2) Identify Critical Control Points: These are points during the food preparation where loss of control may result in risk of food-borne illness. (e.g., if you don't cook foods thoroughly, food-borne illnesses may result).

3) Establish critical limits: These are measurable limits (e.g., temperature of foods).

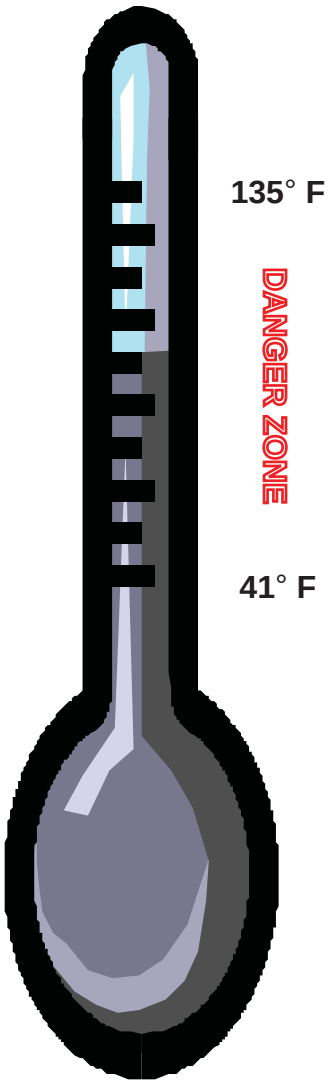
4) Establish monitoring procedures: Regularly monitor all critical limits and identify any gaps.

5) Establish corrective actions: Develop corrective actions for any time when the plan's guidelines have been exceeded (the goal is to prevent reoccurance).

6) Establish verification procedures: Verify that the HACCP plan works for you.

7) Establish record-keeping procedures: Document the process and results.

Food Safety Programs and HACCP (continued)



WHAT

Your food safety program must control for the two types of hazards: (1) ones specific to the preparation of food, such as improper cooking for the specific type of food (beef, chicken, eggs, etc.), and (2) nonspecific ones that affect all foods, such as poor personal hygiene. **Specific hazards** are controlled by identifying **Critical Control Points** (CCPs) in your **Standardized Recipes**. **Nonspecific hazards** are controlled by developing and implementing Standard Operating Procedures (SOPs).

You will use the **Process Approach** to control for specific hazards. The Process Approach is a method of grouping menu items into one of three processes depending on the number of times the food goes through the temperature "danger zone" (which is between 41° F and 135° F).

HOW

Consult the USDA's helpful manual, *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles,* for a step-by-step process (with examples) for creating a food safety program in your school. The *Supplementary Materials* manual has a sample food safety plan that you can adapt for your facilities.

Wellness Policy

WHY

It's the law. Section 204 of Reauthorization Act of 2004 states: "Not later than the beginning of the 2006-2007 school year, this section requires local educational agencies participating in school meal programs to establish a local school wellness policy."

Wellness policies must be reviewed and, if necessary, updated annually.

Other perks: A wellness policy provides a consistent message to students and the community about nutrition and health; enhances the role of the food service program as an integral part of the educational environment; ensures high nutrient quality and school meals that conform to the Dietary Guidelines for Americans; decreases student absences as a result of improved health (a single-day absence by just one student can cost a school district anywhere from $9 to $20); increases participation in the NSLP and SBP, which increases revenue for the district, and increases test scores, based on studies which show a link between nutrition and academic achievement.

School Wellness Policy (continued)

WHAT

A local school wellness policy is required to include:

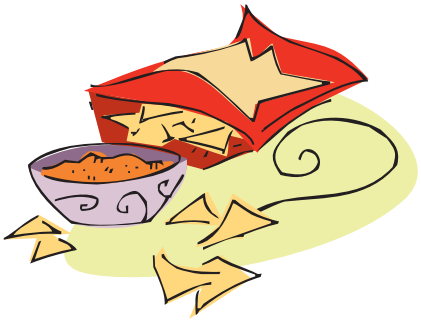
- ⇒ Goals for nutrition education and physical activity.
- ⇒ Nutrition guidelines for all food served on campus.
- ⇒ Assurance that the guidelines for reimbursable school meals are not less restrictive than USDA regulations.
- ⇒ Input from parents, students, food service staff, school board members, etc.
- ⇒ A plan for implementation of the policy and for evaluation of its effectivness.

HOW

Look in the resource section for helpful tools for creating, implementing and evaluating a local school wellness policy. **Remember: A wellness policy is mandatory!**

Competitive Foods

A competitive food is any food sold which is not part of a reimbursable meal. Prohibited competitive foods (such as carbonated beverages) are called **"foods of minimal nutritional value" (FMNV)** and may not be sold in any meal service or dining area during the breakfast or lunch periods. Competitive foods that are **not** foods of minimum nutritional value may be sold during meal periods as long as income from the sale accrues to the nonprofit food service, the school, or student organizations approved by the school. SFAs may impose additional restrictions on the sale of competitive foods in their school(s) if desired. Further guidance regarding FMNV can be found in Appendix B of 7 CFR Part 210 in your *Administrative Manual* or in Appendix 7 of *A Meal Planner for Healthy School Meals.*



Food Distribution Program (Commodities)

WHO

If you have a National School Lunch Program agreement with the USOE Child Nutrition Program, you may elect to receive commodities if you have the capability to receive, store, and prepare the USDA donated foods.

WHEN

Commodities are distributed monthly.

Commodities (continued)

WHERE

Your program's commodities will arrive at one designated location determined by you. Remember, you must have a proper storage facility, such as a kitchen with appropriate appliances, a warehouse for dry goods, or possibly the district from whom you purchase meals, in order to receive commodities.

WHAT

Cheese, flour, oil, peanuts, pasta, rice, dry milk, meat, fruit and vegetables are some examples of commodities available to you.

HOW MUCH

The amount of commodities you receive is determined by the prior year's reimbursable lunch count multiplied by the federal meal rate (18.75 cents in Fiscal Year 2007-2008, changes annually). New schools must use their first claim to estimate yearly average of reimbursable lunch count. Schools can also get "bonus" commodities as they are available form surplus agricultural stocks.

Accommodating Children with Special Dietary Needs

USDA's nondiscrimination regulation (7 CFR 15b), as well as regulations governing the NSLP and the SBP, make it clear that substitutions to the regular meal must be made for children who are unable to eat school meals because of their disabilities, when that need is certified by a licensed physician. USDA's *Accommodating Children with Special Dietary Needs in the School Nutrition Programs* is a comprehensive guide for addressing this policy. To download, visit www.fns.usda.gov/cnd/Guidance/special_dietary_needs.pdf.

Summary

- ⇒ School meals are required to meet the specifications set forth in the Dietary Guidelines for Americans.
- ⇒ There are three types of menu planning systems you can use in the NSLP and SBP. **Nutrient Standard Menu Planning (NSMP)** allows the school to use computer software that analyzes all foods offered. **Assisted Nutrient Standard Menu Planning** allows the school to select a menu which has been analyzed by another entity. **Food-Based Menu Planning** allows schools to serve foods by food group and serving size. The USOE Child Nutrition Programs analyze food-based menus for nutritional compliance.

Summary (continued)

- ⇒ The difference between **Traditional Food-Based Menu Planning** and **Enhanced Food-Based Menu Planning** is that the Traditional method does **not** have the built-in features to help you serve meals that comply with the SMI Nutrition Goals, while the Enhanced method does.
- ⇒ Each meal planned with either the Traditional or Enhanced system must provide the required four food components (meat/meat alternate, grains/breads, vegetables/fruits and milk) and five food items for lunch and must provide the three or four food components (meat/meat alternate and/or grains/breads, juice/fruit/vegetable, milk) and four food items for breakfast. In addition, it must meet the nutrient standards for the age/grade group.
- ⇒ Under “offer vs serve” food-based menu systems, students may decline any two of the five items offered at lunch and may decline any one of the four items offered at breakfast. This provision is **required** for lunches served to high school students and optional for breakfasts served to high school students or for all meals served to elementary and middle school students.
- ⇒ With NSMP, you must generate nutrient analyses prior to meal service and your planned meals must meet USDA nutrient guidelines. NSMP meals are required to have a minimum of three menu items (entree, fluid milk and side dish) for lunch and three menu items (fluid milk and two other menu items) for breakfast.
- ⇒ USDA requires SFAs to keep three types of menu planning records on file: Production Records, Standardized Recipes and records of Processed Foods used in meal preparation.
- ⇒ To prevent food-borne illness, the U.S. Congress amended the National School Lunch Act by requiring school food authorities to implement a food safety program for the preparation and service of school meals to children in the school year beginning July 1, 2005.
- ⇒ All SFAs are required to annually review and, if necessary, update their school wellness policies.
- ⇒ A competitive food is any food sold which is not part of a reimbursable meal. Prohibited competitive foods (such as carbonated beverages) are called “foods of minimal nutritional value” (FMNV) and may not be sold in any meal service or dining area during NSLP and SBP meal periods.
- ⇒ If you have a National School Lunch Program agreement with the USOE Child Nutrition Programs, you may elect to receive commodities if you have the capability to receive, store, and prepare the USDA-donated foods.
- ⇒ Substitutions to regular meals must be made for children who are unable to eat school meals because of their disabilities, when that need is certified by a licensed physician.

Tips

⇒ Keep all nutrition information organized and accessible. One way this can be accomplished is by filing all documents in a notebook, either alphabetically by category of food or numerically by calendar dates that correspond with the menus. Another way is by copying the documents and attaching them to the appropriate food production records.

⇒ Two USOE reviews, the School Meals Initiative (SMI) and the Coordinated Review Effort (CRE), will help to make sure you are in USDA compliance. Review **Module 7** for information on what takes place during these reviews and when they will occur.

Activity

First, review the information that all Standardized Recipes must include. Afterwards, you will have an opportunity to practice filling out a Standardized Recipe Form.

Information Standardized Recipes Must Include

1. *Name of Recipe:* The same as you use on menus. Recipe numbers are optional. They are useful for organizing recipes files. The source of recipe is also optional.
2. *Number of Servings:* Note the number of servings that the recipe makes. Recipes can be written for a quantity of one, as for a sandwich, chef salad, etc.
3. *Ingredients:* List in the order used and in measured weight, volume or specific can size.
4. *Directions for Preparation/Equipment:* List directions in order. Include equipment needed, pan size, amount of product per pan, kind of oven, how to cut portions, etc.
5. *Serving Size:* Amount served per student, by grade group if applicable. This should be in weight or volume using the same units as the yield. It may also be “each” or “one piece.”
6. *Yield:* Specify the total weight or volume that the recipe prepares.
7. *Serving Utensil:* Specify the utensil that is used on the serving line, for each grade group if applicable.
8. *Meal Pattern Contribution:* Record the contribution the recipe ingredients make to the required food components (e.g., oz. of meat/meat alternate, number of servings of grains/breads, cups of fruit/vegetable). Record the calculations on the back of the recipe for reference.
9. *Serving Suggestions:* Optional information for variations, condiments, etc.
10. *Critical Control Points:* Time, temperature, and how to cool and store are all important food safety points (optional).

Activity (continued)

Now it's time to practice. Place the following recipe items in the appropriate sections of the Standardized Recipe Form located on the next page.

- Ground beef (85/15); 7 lb
- Onion, chopped; 1 lb
- Garlic powder; 1 Tbsp
- Pepper; 2 tsp
- Chili powder; 3 Tbsp
- Paprika; 1 Tbsp
- Onion powder; 1 Tbsp
- Ground cumin; 2 Tbsp
- Tomatoes, dcd, cnd; 3 lbs 3 oz; ½ #10 can
- Water; 2¼ qt
- Tomato paste; 1 lb 12 oz; ¼ #10 can
- Pinto beans, cnd; 2 lbs 1 oz; 1 qt 1 ½ cup
- Ground beef (85/15); 14 lb
- Onion, chopped; 2 lb
- Garlic powder; 2 Tbsp
- Pepper; 1 Tbsp, 1 tsp
- Chili powder; ¼ cup, 2 Tbsp
- Paprika; 2 Tbsp
- Onion powder; 2 Tbsp
- Ground cumin; ¼ cup
- Tomatoes, dcd, cnd; 6 lbs 6 oz; 1 #10 can
- Water; 1 gal, 2 cups
- Tomato paste; 3 lb 6 oz; ½ #10 can
- Pinto beans, cnd; 4 lbs 4 oz; 2 qt 3 cups
- Serving suggestions: sprinkle of cheese.
- Brown ground beef
- Stir in beans. Cover and simmer about 10 minutes or to 165°.
- Stir in tomatoes, water, tomato paste, mix. Bring to boil. Reduce heat. Cover. Simmer, slowing stirring occasionally until thickened, about 40 minutes.
- Add onions and seasonings.
- Quick-chill leftovers in a shallow pan in an ice bath.
- Pour into serving pans. Keep ho,t over 135°F.
- 1/2 cup for elementary
- 3/4 cup for secondary
- 4 oz. ladle
- 6 oz. ladle
- 50 *½ cup;* 32 *¾ cup;* 1 ½ gallon
- Elementary; 2 oz M/MA and ⅜ cup F/V
- Secondary; 3 oz M/MA and cup ½ F/V
- Chili (Source: USDA: D-20)
- Entree 6
- 50 servings
- 100 servings

Standardized Recipe Form

Recipe Name:_____ Recipe Number:_____

	For_____		For_____		Directions
Ingredients	Weight	Measure	Weight	Measure	CCP (Optional)

Serving Size for Elementary is _____ (unit: cup, fl oz., each) Serving Utensil _____
Serving Size for Secondary is _____ (unit: cup, fl oz., each) Serving Utensil _____

Total yield for _____ (# of servings recipe makes) is _____ (unit, gal or # pans and # of pans per serving) or _____ .

	Grades	Meat/Meat Alt.	Grains/Breads	Fruit/Vegetable
Meal Pattern Contrib.	_____	_____	_____	_____
	_____	_____	_____	_____

(Answers on page 22)

Self-Quiz (Answers on pages 23-24)

1) The _____ _____ _____ includes the NSLP and SBP regulations and policies that address the nutrition standards for school meals.

2) List and briefly describe the three SMI nutrition goals:

1.

2.

3.

3) The **Food-Based Menu Planning** system requires specific _____ _____ components in specific _____ for specific _____/_____ _____ .

4) Explain the main difference between Traditional and Enhanced Food-Based Menu Planning.

5) Instead of working with specific food components in specific amounts, **Nutrient Standard Menu Planning** (NSMP) works with the _____ _____ of the menu items.

6) Explain the main difference between Nutrient Standard Menu Planning and Assisted Nutrient Standard Menu Planning.

7) Each lunch planned with the Food-Based Menu Planning system must provide the required _____ food components and _____ food items; and each breakfast must provide the _____ or _____ food components and _____ food items.

8) Name the four food components that make up the Food-Based Lunch Meal.

1.
2.
3.
4.

(Self-Quiz continued on next page)

(Self-Quiz continued from previous page)

9) A Nutrient Standard Menu Planning (NSMP) lunch must include at least an _____ _____a _____ and _____. A NSMP breakfast must include _____ and at least two _____.

10) Briefly describe the offer versus serve requirements for both the Food-Based Menu Planning and the Nutrient Standard Menu Planning.

Food-Based OVS:

NSMP OVS:

11) True or False: Nutrient analysis required for Nutrient Standard Menu Planning can be done using software of your choice.

12) List the three USDA-required production records.

1.
2.
3.

13) True or False: The Process Approach is a method of grouping menu items into one of three processes depending on the number of times the food goes through the temperature “danger zone” which is between 41° F and 135° F.

14) Name the five items a local school wellness policy is required to include:

1.
2.
3.
4.
5.

15) True or False: All competitive foods may be sold during meal periods in the dining areas as long as income from the sale accrues to the nonprofit food service, the school, or student organizations approved by the school.

16) Commodity shipments occur _____.

Resources

Meal Planning: *The Road to SMI Success - A Guide for School Foodservice Directors* (a companion to the *A Menu Planner for Healthy School Meals*) provides guidance on successfully implementing USDA's *School Meals Initiative for Healthy Children (SMI)* within the scope of daily practices. The *Food Buying Guide* assists in determining quantities of food to purchase and prepare. Both manuals can be found at www.fns.usda.gov or by ordering through USOE Child Nutrition Programs at www.schools.utah.gov/cnp.

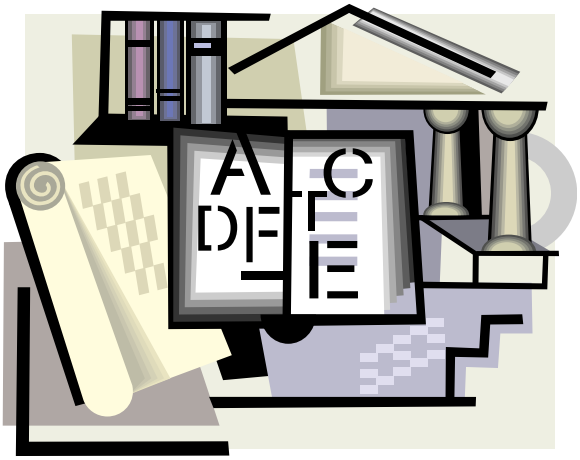
HAACP: *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* found at www.fns.usda.gov/cnd/CNlabeling/Food-Safety/HACCPGuidance.pdf.

Wellness Policies: Action for Healthy Kids at www.actionforhealthykids.org/
Healthy Fundraising at www.healthy-fundraising.org/index.htm
Model School Wellness Policies at www.schoolwellnesspolicies.org
NANA at www.nanacoalition.org.

Competitive Foods: For a report of state policies on competitive foods, visit www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/statepolicies_2002.htm.

Commodities: For USOE's information on commodities along with links to important files and forms, visit www.schools.utah.gov/cnp/FDP/

Special Diets: For information on how to plan and prepare for students with special dietary needs, download www.fns.usda.gov/cnd/Guidance/special_dietary_needs.pdf.



Activity Answers

Standardized Recipe Form

Recipe Name: Chili (Source: USDA: D-20) Recipe Number: Entree 6

	For 50 Servings		For 100 Servings		Directions
Ingredients	Weight	Measure	Weight	Measure	CCP (optional)
Ground beef (85/15)	7 lb		14 lb		1. Brown ground beef.
Onion, chopped	1 lb		2 lb		
Garlic powder		1 Tbsp		2 Tbsp	2. Add onions and
Pepper		2 tsp		1 Tbsp 1 tsp	seasonings.
Chili powder		3 Tbsp		¼ cup 2 Tbsp	
Paprika		1 Tbsp		2 Tbsp	3. Stir in tomatoes, water,
Onion powder		1 Tbsp		2 Tbsp	tomato paste, mix. Bring
Ground cumin		2 Tbsp		¼ cup	to boil. Reduce heat.
Tomatoes, dcd, cnd	3 lb 3 oz	½ #10 can	6 lb 6 oz	1 #10 can	Cover. Simmer, slowing
Water		2¼ qt		1 gal 2 cups	stirring occasionally until
Tomato paste	1 lb 12 oz	¼ #10 can	3 lb 6 oz	½ #10 can	thickened, about 40
Pinto beans, cnd	2 lb 1 oz	1 qt 1½ cup	4 lb 4 oz	2 qt 3 cups	minutes.
					4. Stir in beans. Cover and simmer about 10 min or to 165°.
					5. Pour into serving pans. Keep hot, over 135°F.
					6. Quick-chill leftovers in a shallow pan in an ice bath.
					7. Serving suggestions: sprinkle of cheese.

Serving Size for Elementary is 1/2 cup (unit: cup, fl oz, each) Serving Utensil 4 oz ladle
Serving Size for Secondary is 3/4 cup (unit: cup, fl oz, each) Serving Utensil 6 oz ladle
Total yield for 50 ½-cup (# of servings recipe makes) is 1 ½-gallon (unit, gal or # pans and # of pans per serving) or 32 ¾-cup servings.

	Grades	Meat/Meat Alt.	Grains/Breads	Fruit/Vegetable
Meal Pattern Contrib.	Elementary	2 oz		⅜ cup
	Secondary	3 oz		½ cup

Self-Quiz Answers

1) The School Meals Initiative (SMI) includes the NSLP and SBP regulations and policies that address the nutrition standards for school meals.

2) List and briefly describe the three SMI nutrition goals:

1. Recommended Dietary Allowances (RDA)
   - Breakfast: 1/4 RDA for appropriate age/grade group for protein, calcium, iron, vitamins A and C
   - Lunch: 1/3 RDA for appropriate age/grade group for protein, calcium, iron, vitamins A and C
2. Recommended Energy Allowances (calories)
   - Appropriate for age/grade group
3. Dietary Guidelines for Americans
   - Increase fruits and vegetables, whole grains (fiber), and milk
   - Decrease fats, sugars, sodium and cholesterol

3) The **Food-Based Menu Planning** system requires specific food group components in specific amounts for specific age/grade groups.

4) Explain the main difference between Traditional and Enhanced Food-Based Menu Planning.

The Traditional system does not have the built-in features to help you serve meals that comply with the SMI Nutrition Goals while the Enhanced system does.

5) Instead of working with specific food group components in specific amounts, **Nutrient Standard Menu Planning** (NSMP) works with the nutrient content of the menu items.

6) Explain the main difference between Nutrient Standard Menu Planning and Assisted Nutrient Standard Menu Planning.

Assisted NSMP is exactly like NSMP except an outside consultant or other agency performs all of the functions of menu planning and nutrient analysis.

7) Each lunch planned with the Food-Based Menu Planning system must provide the required four food components and five food items; and each breakfast must provide the four or five food components and four food items.

8) Name the four food components that make up the Food-Based Lunch Meal.

1. Meat/Meat Alternate
2. Fruit/Vegetable
3. Grains/Bread
4. Fluid Milk

(Self-Quiz Answers continued on next page)

(Self-Quiz continued from previous page)

9) A Nutrient Standard Menu Planning (NSMP) lunch must include at least an entree a side dish and fluid milk. A NSMP breakfast must include fluid milk and at least two side dishes.

10) Briefly describe the offer versus serve requirements for both the Food-Based Menu Planning and the Nutrient Standard Menu Planning.

Food-Based OVS: Students may decline any two of the five items offered at lunch and may decline any one of the four items offered at breakfast. This provision is **required** for lunches served to high school students and optional for breakfasts served to high school students or for all meals served to elementary and middle school students.

NSMP OVS: Students may decline any one of the required three items except the entree for lunch and any one of the required three items for breakfast.

11) True or False: Nutrient analysis required for Nutrient Standard Menu Planning can be done using software of your choice. Must be USDA approved.

12) List the three USDA-required production records.

1. Production Records
2. Standardized Recipes
3. Records of Processed Foods

13) True or False: The Process Approach is a method of grouping menu items into one of three processes depending on the number of times the food goes through the temperature “danger zone” which is between 41° F and 135° F.

14) Name the five items a local school wellness policy is required to include:

1. Goals for nutrition education and physical activity
2. Nutrition guidelines for all food served on campus
3. Assurance that the guidelines for USDA reimbursable school meals are not less restrictive than USDA regulations
4. Parents, students, food service professionals, school board members etc.
5. Plan for implementation of the policy and for evaluation of ifs effectivness

15) True or False: All competitive foods may be sold during meal periods in the dining areas as long as income from the sale accrues to the nonprofit food service, the school, or student organizations approved by the school. Competitive foods known as Foods of Minimal Nutritional Value (FMNV) cannot be served during meal times in dining area.